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THE COURSE IN COMMUNITY LIFE, HISTORY, AND
CIVICS IN THE UNIVERSITY ELEMENTARY
SCHOOL, THE UNIVERSITY OF CHICAGO

Prepared by

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Written material.—The purpose of written expression in history study is fivefold: to get a better organization of a topic, to make a more vivid impression, to motivate the studying of a topic, to organize certain definite statements, and to summarize.

Compositions on such subjects as “Why the Appalachian Mountains Were a Barrier to Westward Expansion,” or “Why the Admission of Missouri Was Such a Problem” are written for the first reason. A written exposition of a topic tends to clarify it and to relate causes and results better than oral composition.

In the study of the causes and the feeling that led to the Revolutionary War the class is divided into two groups, one representing colonists and the other Englishmen living in London. The colonists and their London friends write each other letters justifying their positions and acts. This makes the children more fully aware that there are two sides to the question.

In topics where the child is likely not to get the historical value of the work done by an individual, such as in the story of Daniel Boone, it is well to have the unit finished by requiring the pupil to write a summary of the services rendered to the country. This leaves the final impression of a few big accomplishments for which such a life stands. In order to make the written work a real expression of the children’s thoughts and impressions, the choice of the kind of theme is often left to the individuals in the class. Stories of imaginary adventures or experiences are written, as well as poems

and short dramatizations. The class is often required to answer questions in writing. This is entirely independent work. The training lies in the pupil's studying the question until he understands it, and then writing the answer as a concise definite statement of fact.

Historical reports and their value.—One of the important activities of the work in history is the preparation of reports. The main value of such work is the social responsibility that is placed on the individual child to do a piece of work so well that other children may benefit by it. Other values which result are, first, the research spirit engendered by the collecting of material; second, the organization that comes in getting this material ready for presentation; third, the preparation of pictures, diagrams, or maps for illustration; and fourth, the clear presentation before an audience, which may be the class or the children in the school assembly.

These reports are of two forms, the written and the oral. The oral is the more desirable as it teaches the valuable lesson of concentration in speaking and encourages the habit of forming correct sentences and avoiding the "run on" sentence and the "whys" and "wells." Oral composition is carried on throughout the grades. By the time the child has reached the upper grades he has become accustomed to speaking before an audience and has developed a control in speech that is of great value to him.

These reports may be made a motive for studying a topic. When the report is to be given before the school assembly, the motive for study is especially strong. Reports are required in the general review.

Often a question not in the direct line of thought arises in class. The question may be turned over to a child, and a report given later before the class.

The use of maps, diagrams, graphs, and pictures.—In addition to the reproduction of maps for definiteness, the child is also expected to indicate on maps certain kinds of history information. Examples of this are the mapping of the coastwise trade and the trade between England and her colonies, and the child's idea of how Congress could settle the question of slavery in the Mexican cession.

Diagrams are also useful in expression. Original diagrams of a New England town, a Virginia plantation, or the plantations along rivers in the South help children to record very definitely their ideas about these topics.

As the making of graphs has been taught in the sixth-grade arithmetic course, in the seventh grade it is possible to use this means of comparison. Graphs showing the increase of railway mileage are made and used in explanation. Fluctuations in immigration are graphed, causing the question immediately to arise, What caused these variations? Conditions in the old countries which start emigration, conditions in this country which attract the immigrants, and conditions which discourage immigration are thus studied and analyzed. Other graphs are made to show territorial growth and increase in wealth, imports, exports, and urban population.

The projecting lantern is the best means which has been found for putting a picture before a class for study.

Another valuable kind of work is the making of illustrative pictures by the children. This is done in the art period (see Course of Study in Art). For the composite pictures the children make a list of things which are to be included in the pictures. They then go to the library or to the museum to get their material. Such pictures are often made to illustrate a talk given before the school assembly.

Civic content and the arousing of civic interest.—While this course in American life is essentially historical, yet the civic element is important and dominates much of it. One influence which is especially social in effect is the way the child learns to use history material. While the learning of facts is important, the main value lies in the use of such facts. The pupil is encouraged to do independent thinking, to cull over with a questioning attitude reasons and effects, and to form his own judgments. One who has trained himself to think has taken a long step toward becoming a socially efficient individual.

This civic element is also shown in other ways: by the study of community life in the pioneer settlements of New England, Kentucky and Ohio, and the Far West; by the study of factors which

enter into the development of larger communities; by a civic approach to the study of a historical problem; and by the comparison of past problems and situations with those of today.

In the study of pioneer communities the child gets ideas of social life in elemental aspects. The pioneer goes out into the wilderness and establishes a home. Soon other families come and a group is formed. These people have responsibilities toward each other. There must be protection, which is secured in two ways—by having rules or laws which every one must obey and by organizing defense against common foes. In the building up of a community new needs arise which must be satisfied. So long as the individual does his part and aids in the developing of the community, the community is a successful one. Other communities are formed by groups of people who migrate from an older section to a newer one. The requirements for such a settlement are generally definite; thus the natural elements which make a successful community are also added.

Another idea which is brought out clearly is the part that the organized government has toward these smaller communities. The comparison between the first settlements in Kentucky under the Transylvania Company and those in Ohio where there was supervision from the government shows the benefits that are derived from such a source.

The study of such problems as the development of transportation and the westward expansion of slavery develops the thought of larger community interests. This is important, for through such study the child understands the relation of large communities to one another and the bonds that unite this country into an economic and social unit.

By going from the present to the past, the child takes up the study of a topic or problem from a viewpoint that has been established by the conditions of the present situation. This gives him a stability in his work and connects the past with the present in a way which emphasizes the development. This idea of development makes the meaning of present situations much deeper and richer. It also makes for flexible thinking and prepares the child for independent application.

This application comes in many interesting ways, especially when there is informal discussion. In such discussions the child is really testing his views by referring to the judgment of the class. The seventh-grade child is eager to do this, as it gives him an opportunity to express what he himself believes.

These informal discussions cannot be forced or definitely planned by the teacher, but she must be watchful for evidence on the part of a class, or a few members, of a desire to link the history with its present situation. Thereafter her part must be to keep the discussion to the point, not to let it become too incoherent, to see that it is a class exercise, and if need be to direct further study to clear up ignorance, or wrong ideas, which generally are the result of ignorance.

The discussion of slavery always leads to the question of the negro in society today. An intelligent seventh-grade class has enough of the conventional ideas to furnish a basis for some good, clear thinking and a reaction to some of the more significant ideas that the teacher may add as facts or as questions. Another subject which arouses discussion and promotes, through interest, the study of its development to the present time, is the formation of the Republican party.

The course ends with the study of two definite civic problems (see "Method of procedure"). It is important that the pupil finish the work with the idea that the present conditions require study, and that they cannot be thoroughly understood out of their relation to the past.

OUTLINE OF SUBJECT-MATTER

GRADE VI

- I. Brief review of the period of exploration and the territorial claims made by the European nations
- II. Colonization of Virginia:
 - A. Conditions leading to colonization
 1. Growth of wool industry in England and results
 2. Disbanding of soldiers and results
 3. An age of adventure; Sir Francis Drake
 4. Desire of younger sons of nobility and gentlemen of small fortune for fame and wealth

5. Fishing industry on the coast of Newfoundland
 6. Jealousy of Spain
 7. Desire of the principal European nations to find the northwest passage
- B. Beginnings of colonization
1. First attempts
 - a) Sir Walter Raleigh, his motives and his attempts
 2. Settlement of Jamestown
 - a) Formation of business companies for profit
 - b) Motives in coming to Virginia
 - c) Geography of Virginia; fertility of the lowlands, the fall line the piedmont region backed by the heavily wooded mountains, the broad, embayed rivers deep enough for ships, and the coast line
 - d) Character of colonists
 - e) Struggles of the first few years
 - f) Growing of tobacco with good financial returns
- C. Effects of tobacco culture on the Virginia colony
1. Tobacco as a product
 - a) Great demand in England
 - b) Conditions of growth
 - 1) Fertility of soil
 - 2) Moisture
 - 3) Exhaustion of soil
 - c) Conditions of exportation
 - 1) Waterways leading to plantations
 - 2) Individual ports
 2. Results
 - a) Extensive plantations with frontage on rivers
 - b) Need of many unskilled laborers who could stand humid climate; slave labor profitable
 - c) Few towns
 - d) Manufacturing late in developing
 - e) Few good roads
 - f) Development of social cleavage
 - g) Effect on government
 - h) Effect on manner of living
- D. Life on the plantation
1. The plantation
 - a) Location and size
 - b) Manor house and surroundings, interior, furniture and household articles, and slave quarters

2. Industries on the plantation
 - a) How carried on
3. Social life of the Virginians
 - a) Education, religion, customs, amusements, wearing apparel, etc.
 - b) Relation to England
4. Results of manner of living
 - a) Community life lacking
 - b) No public education
 - c) Little community religious life
 - d) Government in control of rich planters
 - e) Pronounced division into social classes
5. Characteristics of Virginians which developed from their manner of living

NOTE.—Comparison made with life in New England later in the course.

III. Colonization of New England:

A. Religious conditions in England

B. The Pilgrims

1. Motive for leaving England; motives for coming to America
2. Geography of the region in which they settled
3. Conditions they had to face
 - a) Hardships
 - b) Indians
 - c) Building their homes
 - d) Getting food
4. Biography: Governor Bradford; Captain Miles Standish

C. The coming of the Puritans

1. Reasons for leaving England; distinction between Pilgrims and Puritans
2. Location: Salem, 1629; Boston, 1630
 - a) Geography of region

D. The New England town

1. Reasons for forming towns
 - a) Church
 - b) Protection
2. Combinations of farm life and town life
3. Town government
 - a) Church membership
 - b) Duties of town government
4. Formation of new towns
 - a) Reasons
 - b) Results
5. Effects of town life on the people

E. Life in New England

1. Manner of living
 - a) Work, play, church customs, schools, wearing apparel, and food
2. New England houses
 - a) Early crude ones
 - b) Later Colonial ones
 - c) Furniture
 - d) Lighting and heating
3. Occupations
 - a) What occupations would be developed, due to geographic conditions
 - b) How such occupations were carried on
 - c) Development of domestic manufacturing
4. Comparison with life in Virginia

F. Characteristics of the people of New England which developed from their manner of living

1. Comparison with characteristics of Virginians

IV. New France:

A. Geography of the region claimed and settled by France, and the important controls

B. Motives for colonization

C. Occupations

1. Fishing
 - a) Extent of fishing industry; reasons
 - b) Geography of Grand Banks and other fishing regions
2. Fur trading
 - a) Reasons for its importance
 - b) Conditions contributing to excellence of furs and to thriving fur trade

D. Life in New France

1. Life of the fur trader and *coureur-de-bois*
2. Life of the French missionary
 - a) His training
 - b) His life as a missionary
 - c) His life as an explorer
3. Government in New France
4. Characteristics developed from the manner of living

E. Explorers in the Mississippi valley

1. Marquette and Joliet
2. La Salle

F. Comparison of the French and the English colonies in America

1. Extent of territory
2. Population

3. Relations with the Indians
4. Military strength
5. Government

G. The French and Indian War

1. Causes
 - a) Conflict inevitable because of the English expansion into the Ohio valley
2. Comparison of strength of the French and the English
3. Geographic controls in the war
4. Results of the war

V. Further development of the colonies:

- A. Brief survey of the other English colonies
- B. Migrations of Scotch-Irish and Germans
 1. Qualities as pioneers
- C. Westward extension of the frontier
- D. Conditions and means of transportation

VI. The Revolutionary War:

- A. Relations between England and her colonies
 1. Colonial trade
 - a) The development of trade by the colonies
 - b) Restrictions of the trade
 - 1) Reasons why England made these restrictions
 - 2) Attitude of the colonists
 2. Colonial acts passed by Parliament
 - a) The reasons why England needed money
 - b) Acts: what they were; why passed; objections
 - c) Feeling between England and colonies developed from these conditions
 - 1) Sympathetic attitude of some of the statesmen of England contrasted with the intolerant attitude of the King and his followers
 - 2) Growth of unity in the colonies
- B. The War
 1. Summary of causes
 2. Campaigns
 - a) Around Boston; British obliged to leave because of the superior position of American troops
 - b) Around New York; British plans to hold Hudson River and Mohawk River fail because of the capture and surrender of Burgoyne
 - c) In the south; siege of Yorktown and its great strategic success; surrender of Cornwallis

- C. Declaration of Independence
 - 1. Causes of the change in the purpose of the war
 - 2. The declaration, a document setting forth to the world the reasons why the colonies should separate from Great Britain and set up their own government
- D. Aid received in the war
 - 1. From France
 - 2. From individuals
- E. Washington, commander-in-chief of the American armies
 - 1. His life and training before the war
 - 2. Characteristics shown by the war
 - 3. His services to his country
- F. Results
 - 1. Independence acknowledged
 - 2. Boundaries of the United States
- G. Problems the new government had to solve

Bibliography for Children

(The numbers refer to sections in the outline.)

I

See bibliography in fifth-grade outline.

II

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III

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IV

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V

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VI

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GRADE VII

- I. Geography of the region called the United States in 1783:
 - A. The Atlantic coastal plain where most of the people were living. Why living there

- B. The Appalachian Mountain system, the "barrier" to movement westward; ranges, valleys, gaps
- C. The region west of the mountains, with conditions which produced a wonderful hunting-ground

II. Crossing the Appalachian barrier:

- A. Daniel Boone as a typical settler
 - 1. Life as a boy on the Pennsylvania frontier
 - 2. Journey through the "great valley" to North Carolina. Why did the family seek new homes far to the southwest instead of in the nearer western country?
 - 3. Building the home; manner of life on the "border"
 - 4. The frontier fort, or the "forted village"
 - 5. Boone in Braddock's campaign met John Finley and learned of the wonderful hunting-grounds in Kentucky
 - 6. Attempted to reach Kentucky; Cumberland Gap
 - 7. Watauga
 - 8. September, 1773, formation of a party to settle in Kentucky; trouble with Indians
 - 9. Lord Dunmore's war; the battle of the Great Kanawha
- 10. Treaty; organization of the Transylvania Company by Colonel Richard Henderson
 - a) Land secured by a treaty with the Cherokees, 1775
 - b) Boone's commission "to make a path through the forest to the Kentucky River and establish a capital for the new colony"
 - c) Selection of a site and building of the fort named Boonesborough
 - d) Surveying; result today of the method used
 - e) May, 1775; organization of "the earliest form of government in the region west of the Alleghanies"
 - f) Experiences in the Revolutionary War
- 11. Boone's capture by the Shawnees; adoption into the tribe; escape
 - a) The siege of Boonesborough
- 12. Summary
 - a) Boone's services to the United States
 - b) Boone's services to the people who were to inhabit the Northwest Territory
- B. Growth of settlement in Kentucky; the settlement of Tennessee, and the conquest of the Northwest Territory
 - 1. Conditions
 - a) The settlers provided for their own defense
 - b) They made their own surveys
 - c) They made their own government
 - 2. James Robertson and the Cumberland settlement
 - a) A pioneer in North Carolina, he set out in 1770 to find a home beyond the mountain wall

- b) In 1771 he moved his family to the Watauga (the year Boone returned from hunting in Kentucky)
 - c) Robertson's house on the Watauga (contrasted with other log cabins)
 - d) Treaty with the Cherokees to secure a right to the land (compared with Henderson's treaty)
 - e) In 1779, via Cumberland Gap and the Wilderness Road, Robertson sought a new home on the Cumberland River
 - f) The journey to the new home
 - g) Conditions to be met and how they were met
 - h) Establishment of trade with Spaniards on lower Mississippi
- 3. George Rogers Clark
 - a) A pioneer in Kentucky
 - b) Clark's plan to capture the Illinois country for Virginia
 - c) Preparation
 - d) The route followed and the difficulties encountered
 - e) The capture of Kaskaskia, Cahokia, and Vincennes
 - f) Result of Clark's campaign
- 4. Summary
 - a) The work of the pioneer in the Revolutionary War
 - b) Our first public domain

III. The Northwest Territory:

- A. Public domain founded by the transfer to Congress of the land claims of the rival states; ordinance of 1787; brief study of Federal Convention
- B. Necessity of government survey to prepare to sell this land
 - 1. Contrast with methods used in Kentucky and Tennessee
- C. Organization of the surveying party
- D. Plan of the "Seven Ranges"
- E. Formation of the Ohio Company
 - 1. Membership
 - 2. Purpose
 - 3. Purchase of land
- F. Journey of first band of settlers
 - 1. Route
 - 2. Manner of traveling
 - 3. Length of journey
 - 4. Hardships
- G. Founding of Marietta
 - 1. Significance of name
 - 2. Reason for location
 - 3. Laying out of the settlement

4. Mounds of Marietta
 5. Celebration of July 4, 1788
 6. The Campus Martius, contrasted with forts on the Kentucky frontier
 7. The government under the ordinance of 1787
- H. Indian trouble in the Northwest Territory
1. Cause
 2. Efforts of British to secure the Ohio River as their boundary
 3. Governor Harmar's attempt at conquest; failure; effect on Indians
 4. Governor St. Clair's attempt and failure; Washington's notification and the reaction
 5. Wayne's expedition
 - a) Composition of his army
 - b) Preparation for the attack
 - c) The advance compared with St. Clair's
 - d) Building of Forts Recovery and Defiance
 - e) The attack, forty minutes needed to undo the work which had consumed two years
 - f) The treaty of 1795
 - g) Effect upon settlement in the Northwest
 - h) Settlement of Cleveland; rapid survey of how it differed from Marietta
 - i) Conditions compared with those in Kentucky and Tennessee
 - 1) The government of the United States aided in conquering the Indians
 - 2) The United States government surveyed the territory
 - 3) The United States organized and carried on the government

IV. Trade in the West:

- A. Improvements in farming conditions caused a need for a market
1. The natural market point, New Orleans
 2. Difficulties in reaching it
 3. Difficulties in returning; routes
 4. Hostility of Spain
 5. Attitude of the United States government toward the needs of the West
 6. Spain's effort to divide the West and East
 7. Pinckney's treaty; Jay's treaty
- B. The Louisiana Purchase, to gain control of the market point
1. Desire of the United States to own the mouth of the Mississippi River
 2. Method of buying the land
 3. Napoleon's startling offer to sell the whole territory; reasons
 4. Price paid
 5. Formal transfer to the United States at New Orleans

- C. The steamboat, an aid to trade
 - 1. Problem in invention; to use steam in place of wind- or man-power; solved by
 - a) Rumsey (1784-87) used steam to force water which was admitted at the bow and forced out at the stern
 - b) Fitch (1786-90) used steam to move oars
 - c) Fulton (1807) used steam to move oars fastened to an axle which formed a paddle wheel
 - 1) The Clermont
 - 2) Reception of the steamboat by the public; letters read which were written by Fulton and by eyewitnesses of the trial trip of the Clermont
 - 3) Effect of the steamboat upon New Orleans' growth
- D. Beginnings of trouble with commerce; War of 1812
 - 1. Privileges of a neutral nation as defined by Great Britain
 - 2. Trouble between France and England crippled the commerce of the United States
 - 3. Impressment explained by extracts from impressed sailors' letters
 - 4. The embargo
 - 5. Declaration of war made by Congress; Calhoun and Madison
 - 6. Lines of attack
 - a) Great Lakes
 - 1) Massacre at Fort Dearborn
 - 2) Perry's victory on Lake Erie which saved the Northwest; Clark, Wayne, Perry, the trio who won and saved the Northwest Territory for the United States
 - b) Sea coast
 - 1) Baltimore; writing of "Star Spangled Banner"
 - 2) Burning of Washington
 - c) The mouth of the Mississippi River
 - 1) Battle of New Orleans fought after the treaty was signed
 - d) Naval battles
 - 1) Constitution and Guerriere
 - 7. Results
- E. The Cumberland Road
 - 1. (1) Location; (2) sources of money to build it; (3) plan of construction; (4) tools used; (5) effect on the price in the West of articles purchased on the Atlantic Coast
- F. The Erie Canal
 - 1. Topics as in E; ceremony on completing the canal
- G. The railroad
 - 1. Baltimore's need for an easy route to the West
 - 2. Laying the cornerstone of the railroad, July 4, 1828

3. Power; the kind of train; coaches; dangers
 4. Race between Peter Cooper's "Tom Thumb" and a horse
 5. The influence of these conventions was to revolutionize transportation and complete the unification of the North; biographies of Henry Clay, Robert Fulton, Peter Cooper; political ideas; "International improvements at the nation's expense"
- V. Influence of cotton upon westward expansion:
- A. History of cotton culture in the United States
 1. Revolutionary times
 2. Development of upland cotton culture
 3. Effect upon the cotton industry of the invention in 1764 of the spinning jenny; 1785, the power loom; and 1793, the cotton gin. A united South with slave labor. Cotton was king. "The expansion of cotton-planting transformed the energies of the South, extended her activities into the newer regions of the Gulf, and gave a new life to the decaying institutions of slavery"
 - B. The Missouri Compromise was adopted to maintain a balance of power in Congress
 1. Organization of Congress
 2. Condition of slavery in the North; in the South
 3. Terms of the Compromise
 4. Jefferson considered the Compromise as the "Knell of the Union." "The first clash between the North and the South"—Forman
 - C. The annexation of Texas
 1. Boundary dispute involved the United States in a war with Mexico
 - D. Conquest of California and New Mexico
 - E. The Compromise of 1850
 1. Discovery of gold and rapid settlement of California
 2. Condition of slavery in the South in 1850
 - a) Fifteen slave states
 - b) 350,000 slave holders
 - c) A little over 3,000,000 slaves
 - d) Treatment of slaves
 - e) Slavery considered good for the slaves
 3. Attitude toward slavery in the North in 1850
 - a) Regarded as an evil; influence of abolitionists; William Lloyd Garrison's influence
 - b) Underground railway in active operation
 - c) Books and pamphlets sent south to stir up feeling against slavery
 4. The Senate of 1850
 - a) Leading orators and their arguments on the Compromise: Clay, Webster, Calhoun, Davis, Seward
 5. The terms of the Compromise
 6. "A second era of good feeling seemed at hand"

- F. The Kansas-Nebraska bill, 1854
1. Purpose
 2. Effect on the Missouri Compromise
 3. The author of the bill; biographical study
 4. Popular or "Squatter" sovereignty
 5. Effect of the law on the feeling toward slavery in the North and the South
 6. The result in the settlement of Kansas
 7. The final choice of the people of Kansas
 8. The organization of the Republican party to oppose slavery, 1854, at Jackson, Michigan
- G. The Dred Scott Decision, 1857
1. Scott's argument
 2. The statement of the Supreme Court
 3. Opinion of the Court on the Missouri Compromise, and Congress' power to prevent slavery in the territories
 4. Relation of Congress to the government of territories
 5. Effect of the decision in North and South
- H. The Lincoln-Douglas Debates, 1858
1. Occasion of the debates
 2. Lincoln's acceptance of nomination in "house-divided-against-itself" speech
 3. Lincoln's question: "Is the Dred Scott Decision right or wrong?" and effect of Douglas' answer on North and South
 4. Result of the election
 - a) Douglas, senator
 - b) Lincoln, leader of forces opposing extension of slavery
- I. John Brown's raid, 1859
1. Brief biography of Brown
 2. Purpose
 3. Result; was John Brown a failure?
 4. Effect upon the slavery question
- J. The presidential election of 1860
1. Political parties
 2. Republican National Convention
 3. Platform of the Republicans
 4. Result of the election in Lincoln's favor
 5. The South feared Lincoln's election because
 - a) He was elected by the party opposed to the extension of slavery
 - b) They believed Republicans would abolish slavery
 6. The Union was becoming a "house divided against itself"
- K. Secession
1. South Carolina seceded, December 20, 1860
 2. Significance of having cotton bales marked "The world wants it" in the streets to celebrate the act of secession

3. The secession of seven states by February 1, 1861
4. Confederate States of America organized, February 4, 1861
 - a) A constitution recognizing slavery as a cornerstone
 - b) Election of president and vice-president
 - c) Selection of capital
 - d) Request for recognition by the United States sent to Secretary of State Seward
- L. The inauguration of Lincoln
 1. Lincoln's declaration in inaugural address of his policy toward the seceding states
 2. The second secession (four states)
- M. The Civil War
 1. Events leading to the Civil War
 - a) Firing on Fort Sumter, April 12, 1861
 - b) Call for volunteers sent to all states; similar call made by the confederacy
 - c) The North engaged in a war to preserve the Union; the South, to destroy the Union, or for disunion; comparison of the strength of the North and the South
- N. Plan of the war
- O. September 22, 1862, Lincoln's announcement of the Emancipation Proclamation
 1. Meaning
 2. Extent; any state or designated part of a state in rebellion against the United States
 3. Necessity (military)
 4. Purpose: "To save the Union, not to destroy slavery"—Lincoln to Greeley
 5. Effective, January 1, 1863. Purpose of the war, from that date to free the slaves
- P. The "Monitor" and the "Merrimac," Gettysburg, Vicksburg, Sherman's March
- Q. The end of the war
- VI. Crossing the Rocky Mountain barrier:
 - A. Geography
 - B. Lewis and Clark exploration, 1804-6
 1. Purpose
 - a) Nominal
 - b) Real
 2. Equipment
 3. Route
 4. Experiences en route and during the winters

5. The return to St. Louis in one-half the time required for the out-going trip; reasons
6. Results
- C. Pike's expedition, 1806
- D. Results of these expeditions
 1. Hunter and trapper
 2. Trading post
- E. 1842. Fremont, the "path-finder" of the Rocky Mountains; compared with Daniel Boone
- F. Settlement of Oregon
- VII. The development of the coast:
 - A. The transcontinental railroads
 - B. Immigration

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Standards of attainment.—By the time a child has finished the sixth-grade history course he should understand some of the geographic influences upon history, the factors in the development of trade and commerce, the reflection in the lives of a people of environmental and hereditary influences, the more self-evident causes of war and the resulting effects, the qualities that make pioneers successful, the conditions and qualities that make new leaders, and the principle of representation in American government.

He should have enough history information to illustrate or explain the principles referred to above.

He should have developed the ability:

- a) To write a coherent theme on a simple topic.
- b) To make an outline.
- c) To make a topical recitation, clearly and in good form.
- d) To make a simple argument with proof.
- e) To visualize a simple historic scene or incident and to draw or diagram it.
- f) To use a reference book independently.
- g) To study a lesson intelligently from an outline, topic, or questions.

The seventh-grade child has more ability to understand a complex situation and to react to it. A gain is made in facility of expression, both oral and written.

In addition to the principles of history learned in the sixth grade he should add information about the expansion of the nation into continental proportions and political, social, and economic unity. This includes an understanding of the factors that contributed to this expansion, the problems caused by it, and the ways in which some of these problems were settled.

By the end of the seventh-grade history course a child should feel that history is the process of human development, that the events of the past are affecting his life today and have made our present social conditions. As a result of this study he should have developed a more responsible attitude toward his part in the making of the history of tomorrow.

Time.—The time given to the sixth-grade history is one half-hour a day throughout the year. In addition two half-hour periods per week are used for supervised study. In the seventh grade one full hour a day for one semester is given to history. This hour includes the time for supervised study, and oral and written recitation. The home work does not exceed two hours a week.

The accompanying table shows the approximate number of weeks given to each of the more important topics.

GRADE VI—ONE-HALF HOUR PER DAY

- | | |
|--|-------------|
| I. Brief review of the exploration period..... | one week |
| II. Colonization of Virginia..... | eight weeks |
| III. Colonization of New England..... | seven weeks |
| IV. New France..... | five weeks |
| V. Further development of the colonies..... | two weeks |
| VI. Revolutionary War..... | eight weeks |

GRADE VII—ONE FULL HOUR PER DAY

- | | |
|--|-------------|
| I. Geography of the region called United States in 1783..... | one week |
| II. Crossing the Appalachian barrier..... | two weeks |
| III. Northwest Territory..... | one week |
| IV. Trade in the West..... | three weeks |
| V. Influence of cotton culture upon westward expansion..... | five weeks |
| VI. Crossing the Rocky Mountain barrier..... | one week |
| VII. Development of the West..... | four weeks |

Textbooks.—The textbooks in present use for both grades are Forman's *History of the United States* and Bourne and Benton's *History of the United States*.